DOCUMENT RESUME

ED 022 646 24 RE 001 408

By-Rothrock, Dayton G.

A WORKSHOP IN READING RESEARCH.

McPherson Coll., Kans.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-6-8483
Pub Date 15 Jul 66
Grant-OEG-3-6-068483-1213
Note-21p.
EDRS Price MF-$0.25 HC-$0.92
Descriptors-*ACTION RESEARCH, *BEGINNING TEACHERS, INSERVICE EDUCATION, *READING RESEARCH, RESEARCH METHODOLOGY, RESEARCH TOOLS, RESEARCH UTILIZATION, *SPECIALISTS, *SUMMER WORKSHOPS, TEACHER WORKSHOPS

A 1-week workshop in reading research was held at McPherson College, Kansas, for 101 beginning teachers of reading and reading specialists to help them understand reading research literature and to encourage involvement in research. The workshop included lectures by authorities in the field, discussion periods, field trips to local summer reading programs, and reports by visiting researchers. The areas covered in discussion were research design in reading, needed research in reading, research on the diagnosis and remediation of reading disabilities, the gifted child in reading, television and reading interests of children, and success in beginning reading. An elementary statistics quiz and an attitude survey on reading research were conducted. Results showed that the participants had little background in elementary statistics and research and that their attitudes toward reading research were changed considerably by the workshop. They were convinced that research is not just for graduate work and that the new approaches to reading instruction and the use of reading machines are not adequately supported by research. A working syllabus is included. (NS)

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A WORKSHOP IN READING RESEARCH

July 11-15, 1966

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

RE 001 408

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A WORKSHOP IN READING RESEARCH

Grant Number CEG-3-6-068483-1213

Program Director: Dr. Dayton G. Rothrock

July 11-15, 1966

The training program reported herein was conducted persuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to expreds freely their professional judgment of the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

McPherson College

McPherson, Kansas

Workshop in Reading Research

Orientation of the Program

A one-week workshop in reading research was held on the McPherson College campus, July 11-15, 1966. One hundred one teachers enrolled for the workshop. The workshop was made possible by a grant from the United States Office of Education under P. L. 89-10, Title IV.

The primary purposes of the workshop were to familiarize teachers with research literature in reading, to aid them in reading such material, and to encourage them to become actively engaged in "action" research projects.

Description

The program centered around the appearance of three outstanding authorities in the field who lectured on various phases of research germane to the theme. Following the lectures discussion periods and a field trip were conducted.

The afternoon sessions were primarily devoted to reports from visiting researchers who had conducted recent research in the field of reading. Following their reports their research was discussed and challenged.

Additional library work and reference reading were expected. Persons receiving credit were required to write a paper in which they drew up a possible research project. They set up a hypothesis, reviewed the literature in the area, and wrote a possible description of how they would conduct their research. They were encouraged throughout the workshop to become actively involved in research during the following school year.

Leaders who participated in the program were:

1) Dr. Alton Raygor, Director of the Reading and Study Skills Center, University of Minnesota
2) Dr. Roy Kress, Director of the Reading Clinic, Temple University

3) Dr. Paul Witty, Professor of Education and Psychology, Northwestern University
4) Dr. Joseph Brzeinski, Supervisor for the Reading Research Office of the Denver Public Schools
5) Lee Stone, Principal, Washington Elementary School, Wichita
6) Miss Jeanette Bigge, Instructor, Kansas State Teachers College, Emporia
7) Dr. Roger Duncan, Professor of Education, Colorado Western State College and Special Consultant, The Economy Company
8) Dr. I. Harvey Littrel Associate Professor of Education, Kansas State University
9) Dr. Dayton G. Rothrock, Director of Workshop, Professor of Education and Psychology, McPherson College.
10) Dr. Wayne Miller, Assistant Director of Workshop, Head of Speech Department, McPherson College.

Enrollment

Although the enrollment had been limited to 200 this did not become a problem. Because of the many government financed summer reading programs and other college summer programs many interested persons were unable to attend. If future workshops are held a careful selection of the date will be made so that some of these people could attend.

The size of the group averaged 100 which seemed to be an optimum size in many respects. In the future it might be limited to 75 because of more convenient air-conditioned facilities. Of course, many more people inquired about the workshop but did not enroll.

One of the problems which related to the size of the group and the qualifications of the members was the lateness of the announcement date. Many teachers and leaders had already made their plans for the summer. The announcement date should be around the first of January.

Evaluation

Since this was the first workshop for the College with the cooperation of the United States Office of Education, naturally there were some

difficulties which originated out of inexperience. On the whole, however, the week seemed to provide a very challenging experience for the participants and proceeded without any major problems. The workshop members' enthusiastic comments about the week's program would seem to indicate the value of such enterprises.

The workshop objectives were not fully realized, of course. The shortness of the time made it impossible to fully cover the field or to aid the participants in developing their own research projects. The lack of background in basic research techniques by the teachers was a very limiting factor. It pointed up the inadequacy of the training of teachers in reading research.

Most of the members were conscientious in securing their texts in advance and in reading extensively on the subject. They listened diligently to the lectures and reports. I am sure that they are much more aware of the literature in the field than they were before.

We were not able to do as much in the field of elementary statistics as had been desired. This was partly due to the time element, the great diversity of backgrounds of the participants, and the inability of one of the leaders to properly appraise his role in the week's activities. This problem could be corrected in the future to a degree by a more detailed syllabus and more instruction by local leaders who would be in a better position to ascertain the needs of the group.

Time will be needed to evaluate the third major objective of actively involving the classroom teacher in research projects. Nearly three-fourths of the teachers took the course for credit which required the sketching of a possible research project. How many of these will actually be carried out remain to be seen. Little pressure was put on the teachers to do this part, but the hope was that they would be stimulated to do something. A number of good projects are in the offering.

An attempt was made at the beginning to determine the level of knowledge which the participants had in elementary research work. The same test was repeated at the end of the workshop. As can be seen by the results many of the people had little background knowledge in this area. No deliberate attempt was made to teach this terminology during the workshop but the average did rise with 20 teachers getting a perfect score on the post-test.

ELEMENTARY STATISTICS QUIZ

(Please match the following, placing the letter in front of the number)

1. hypothesis	a. research done so as to cope better with day by day problems
2. random sampling	b. measure of the relationship of two sets of data
3. basic research	c. a statement of the problem
	d. laboratory experience
4. chi square	e. an equal chance to be part of the experiment
5. analysis of variance	f. possibility that there were some errors in the sample
6. correlation of coefficient	g. a test of the significance of differences among three or more groups
7. null hypothesis	h. subject's awareness that he is part of an experiment
8. 5% level of confidence	i. there is no significant difference
	j. a test of the significance of differences between two independent groups
9. Hawthorne effect	
10. action research	

Table I: Percentage answering question correctly (92 cases in pre-test and 90 in post-test)

Question	Pre-test	Post-test	Change
1	4 %	1 %	- 3%
2	16 %	4 %	-12%
3	13 %	4 %	- 9%
4	26 %	11 %	-15%
5	15 %	8 %	- 7%
6	15 %	16 %	+ 1%
7	5 %	11 %	+ 6%
8	2 %	22 %	+20%
9	1 %	0 %	- 1%
10	0 %	22 %	+22%

It was felt by the director that it would be valuable to check the participant's attitude toward reading research before their work in the workshop and then to check it again at the end of the workshop to see if the workshop had caused a significant shift in attitudes. In table II the results are given in percentages for each question for both the pre-attitude survey and the post-attitude survey.

No attempt was made to see if there was a significant statistical shift in the attitudes by the teachers. However, it can be noted that there was a considerable change on some questions. For example on question 6, 21% more of the teachers believed at the end that research literature and work should not be reserved for the graduate level. In question 9 a sizeably larger group now doubt that new reading methods are adequately supported by research and they are more skeptical in question 10 of the value of machines in reading.

Remembering the briefness of the workshop it might be concluded that on a number of points there was a favorable shift of attitude toward research work.

Table II: Percentage answering in each area of ATTITUDE SURVEY ON READING RESEARCH

	Pre and Post-test Results certainly	agree	questionable	disagree
1. Classroom teachers have an excellent opportunity to undertake some research.	43 - 58	39 - 35	15 - 3	2 - 3
2. Classroom teachers have the capacity to carry out research work.	17 - 14	54 - 58	31 - 23	1 - 0
3. Most classroom teachers have not had the necessary training to do "on the job" research work.	2 - 5	72 - 45	21 - 33	4 - 13
4. Instead of emphasis on research, most teachers need more help in actual classroom procedures.	19 - 5	45 - 50	25 - 30	6 - 10
5. More emphasis should be given at the undergraduate level to reading research studies.	15 - 13	56 - 58	21 - 15	7 - 9
6. Emphasis on research literature and actual research work should be reserved for graduate work.	0 - 2	21 - 22	34 - 13	38 - 59
7. Most school practices today are based upon valid research findings.	1 - 3	23 - 10	54 - 51	23 - 32
8. Most teachers are familiar with the research upon which their methods, etc. are based.	1 - 1	13 - 10	37 - 46	48 - 40
9. Most new reading methods or programs are adequately supported by valid research.	2 - 1	30 - 25	48 - 39	18 - 33

Table II: cont.

	Pre and Post-test Results certainly	agree	questionable	disagree
10. For instance, there is conclusive research to show the value of machines in a reading program.	3 - 3	27 - 18	46 - 32	23 - 40
11. Another example, because of mounting research evidence the government decided that it was necessary to improve deficiencies in our reading program.	17 - 5	66 - 69	10 - 11	1 - 10
12. Research findings indicate that remedial treatment, such as the government summer reading programs, will soon overcome our reading problems.	0 - 0	11 - 7	65 - 49	22 - 40
13. There is a danger that if teachers become interested in research they will neglect aspects of their total program.	2 - 1	7 - 6	27 - 34	54 - 56
14. Lack of time, energy, and resources has been the major block for most teachers in doing research.	5 - 7	59 - 64	17 - 14	18 - 7
15. Most school people are afraid to experiment with public money and with children in research projects.	5 - 1	57 - 50	28 - 29	9 - 9
16. Much of the research that is done is never read by people who are in a position to put it to use.	2 - 6	78 - 60	14 - 17	5 - 11

Table II: cont.

	Pre and Post-test Results certainly	agree	questionable	disagree
17. When a practitioner finds "no significant difference" in his research project he has really wasted his time making the study.	0 - 1	19 - 1	10 - 8	71 - 82
18. Many reading research studies are not valid because they did not control the "teacher factor."	4 - 1	55 - 45	33 - 32	9 - 17
19. I am familiar with much of the recent research in reading.	0 - 1	10 - 10	39 - 38	49 - 47
20. I am capable of doing a research project in reading.	5 - 5	34 - 42	44 - 44	17 - 8

* On the basis of 93 papers returned in pre-test and 95 in post-test.

The total budget was adequate. A few changes were necessary. No item had been made for telephone expenses which proved to be a major item in securing the leadership. The item for the director's salary was not adequate as it allowed nothing for the weeks of advance planning.

The leaders proved to be excellent. The opportunity to hear such outstanding authorities in the field was especially appreciated by the teachers in this area. Most of the research reports by the guest personnel were well done and proved to be a valuable part of the program.

A materials display proved to be a valuable asset as did a field trip to the local summer reading program.

The director's personal evaluation would be that the workshop was very successful. Despite the numerous frustrations of an airplane strike, last minute changes in leadership, and a very hot summer, the program seemed to provide a real learning experience for the participants. The director was disappointed that more highly qualified reading specialists did not enroll. This seemed to be due to the lateness of the announcement date and their pre-occupation with other reading programs and institutes. However, the director would still feel that the greatest need exists with the average classroom teacher who is in the position to put some of the research results into action.

In general the cooperation and requirements of the USOE were commendable and reasonable. The only real point of frustration was in not being able to release the announcement to news media earlier in the year.

Follow-up

Both the matching test and the attitude test which were repeated at the end of the workshop were meant to be attempts to measure the effectiveness of the workshop.

In addition to these instruments a questionnaire will be mailed to each member asking them to evaluate different phases of the program. This would be especially helpful if another workshop was held. Another part of this mailing will be questions to identify which members have actually initiated some research project and the area

in which they are doing their work. After these projects have been identified the director will make an attempt to encourage and aid them throughout the year in their work. If it is feasible he will try to visit and work with the teacher in his or her research.

As an aftermath of the workshop some of the participants hope to organize a local chapter of the International Reading Association. This will encourage the members to read the research that is going on in the field.

Program Reports

1. Publicity:

Three news releases were given to the newspapers and radio stations of the area. In addition to this the Kansas State Teachers' magazine carried a story. Brochures were sent to approximately 500 schools in Kansas and to colleges of the state. In addition to this the director wrote personal letters to directors of elementary education in a number of neighboring states. A number of brochures were distributed at the International Reading Association's yearly meeting in Dallas. Copies of the publicity are attached.

2. Application Summary:

a. Approximate number of inquiries from prospective trainees (letter of conversation)	200
b. Number of completed applications received	110
c. Number of first rank applications (Applicants who are well-qualified whether or not they were offered admission)	
d. How many applicants were offered admission	110

3. Trainee Summary:

a. Number of trainees initially accepted in program	110
Number of trainees enrolled at the beginning of program	101
Number of trainees who completed program	100

b. Categorization of trainees

(1) Number of trainees who principally are elementary or secondary public school teachers — 94

(2) Number of trainees who are principally local public school administrators or supervisors — 4

(3) Number of trainees from State education groups —

(4) Number of trainees from colleges or universities, junior colleges, research bureaus, etc. — 2

4. Program Director's Attendance

a. What was the number of instructional days for the program? — 5

b. What was the percent of days the director was present? — 100

5. Financial Summary:

	Budgeted	Expended or Committed
a. Trainee Support		
(1) Stipends		
(2) Dependency allowance		
(3) Travel		
b. Direct Costs		
(1) Personnel	1600	1712.32
(2) Supplies	902	336.14
(3) Equipment		
(4) Travel		
(5) Other	125	73.57
c. Indirect Costs	214	214.00
TOTAL	2841	2336.03

One hour credit for the workshop will be given, if desired.

No tuition or fees will be charged unless the participant desires to matriculate.

Participants should expect to purchase up to $10. of materials.

Housing in modern dormitories is available for five nights for $10.

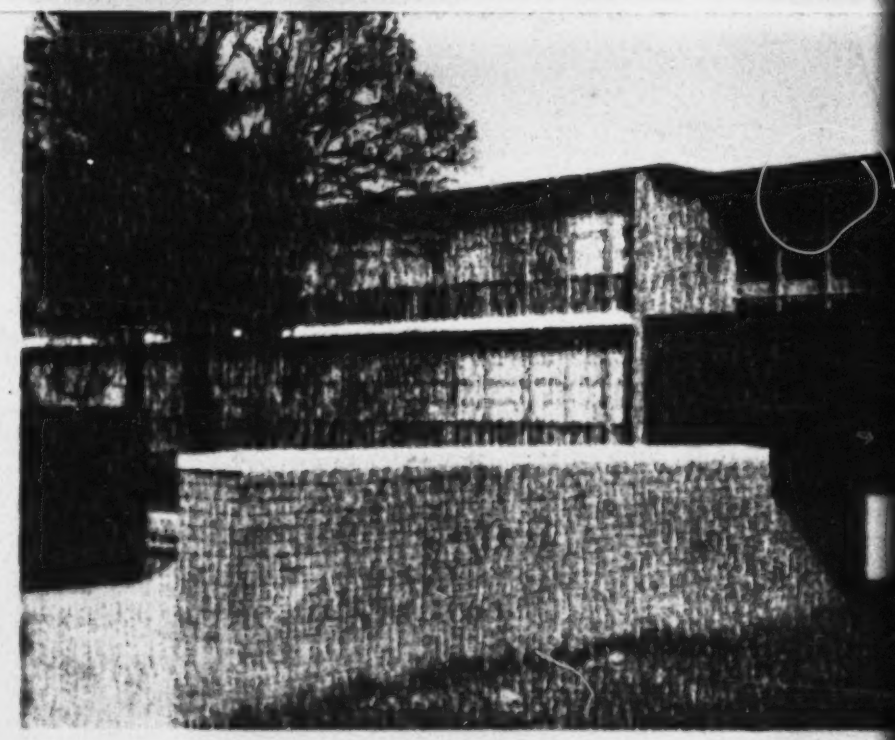
Cafeteria service will be available a la carte.

Members of the workshop are expected to eat lunch as a group on the campus.

All facilities are air conditioned except dormitories.

For an application blank and additional information write immediately to

Dr. Dayton Rothrock, Director
Reading Research Workshop
McPherson College
McPherson, Kansas / 67460



McPherson College

announces

A WORKSHOP IN READING RESEARCH

in cooperation with the

United States Office of Education

JULY 11-15, 1966

GUEST LECTURERS

Dr. Alton Raygor
Director, Reading and Study Skills Center
University of Minnesota

Dr. Roy Kress
Director, Reading Clinic
Temple University

Dr. Paul Witty
Professor of Education
Northwestern University

and other lecturers on reading research

To

McPHERSON COLLEGE
McPherson, Kansas / 67460

Non-Profit Org.
U. S. Postage
PAID
Permit No. 87
McPherson, Kans

Program

The primary purpose of the workshop is to stimulate interest in reading research.

The participants will become acquainted with the literature in this field, will be given assistance in reading research, and will be encouraged to participate actively in some minor research work the following school year.

Such topics as research design in reading, needed research in reading, research in the diagnosis and treatment of remedial readers, the gifted child in reading, television and reading interests of children, success in initial reading attempts and other topics will be studied during the week's activities.

Every teacher of reading, beginner or specialist should find the week's work beneficial.

Time will be divided between lectures, research reports, and group participation.

Much research has been done in reading; much more is being done at the present time. Most of this money and effort will be wasted unless it is made available to the people who do something about the teaching of reading.

Enrollment

Enrollment will be limited to two hundred members, if necessary. The first one hundred teachers will be accepted upon the postmark of their application. The second one hundred applicants will be accepted upon the date of their application and their qualifications. Preference will be given to those teachers (in this order):

1. Who are actively employed as remedial reading teachers, specialists or supervisors.

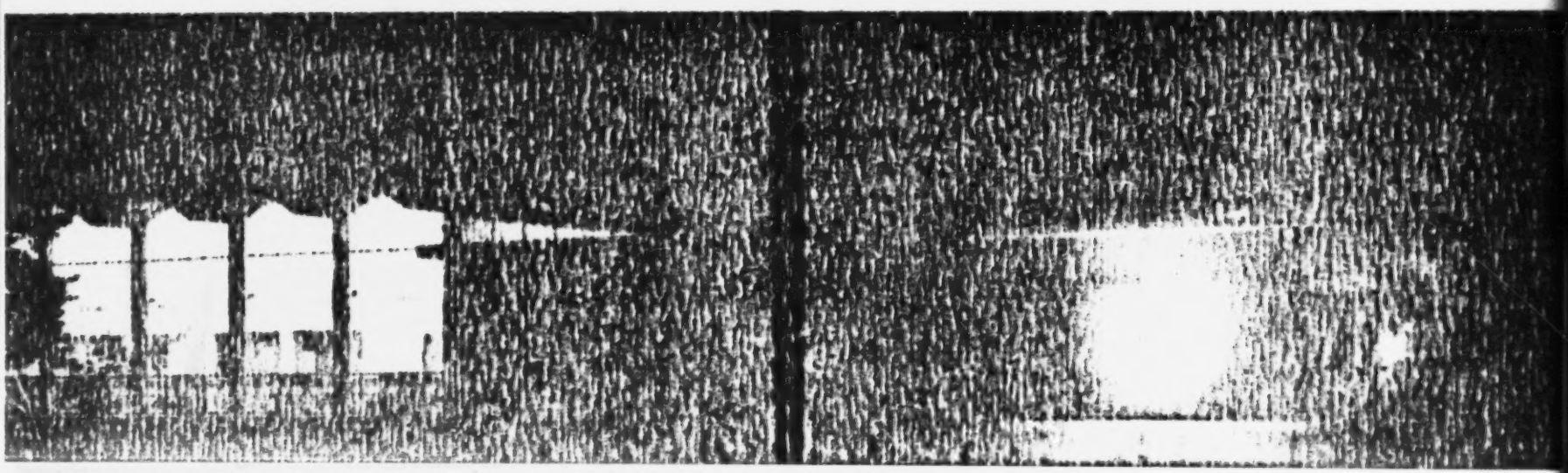
2. Who have had a number of courses in reading and/or some graduate work related to this topic.

3. Who give satisfactory indication that they will be teaching reading for a number of years and/or will be continuing with graduate work in reading.

4. Recent graduates of college who can give evidence of exceptional ability and interest in this field.

McPherson College

McPherson College is a private, church-related, liberal arts, four-year institution. The College has a strong commitment to teaching with a large percentage of its students going into the teaching profession. It also operates a number of workshops for the inservice training of teachers.



NEWS SERVICE
MCPHERSON COLLEGE
MCPHERSON, KANSAS

June 3, 1966

RE: McPherson Receives Grant for Workshop

McPherson College has received a $3,000 grant through the United States Office of Education to conduct a Workshop in Reading Research in July. The grant was awarded to McPherson as a result of a proposal earlier submitted by Dr. Dayton Rothrock, head of the McPherson Education Department.

Three noted authorities from leading universities will lecture during the one-week workshop, July 11-15, 1966. Dr. Paul Witty, Northwestern University professor and considered by many to be the foremost authority in the nation on the gifted child and reading interests of children, will headline the staff of visiting lecturers.

Dr. Roy Kress, director of the reading clinic at Temple University in Philadelphia, Penn., will lecture during two days of the workshop. Dr. Alton Raygor, director of the reading and study skills center at the University of Minnesota, will also lecture during the week.

According to Dr. Rothrock, the primary purpose of the workshop is to stimulate interest in reading research. Teachers will be informed relative to research literature in reading and will be encouraged to participate in some minor research in the field during the coming school year.

Dr. Rothrock will direct the workshop and will be assisted by Dr. Wayne Miller, head of the McPherson Speech Department. Additional guest lecturers will also appear during the week.

The attendance will be limited to those who make application and are then accepted. There will be no tuition fee for the one hour of credit which may be taken with the workshop.

- 30 -

PW

June 23, 1966

To Participants in "A Workshop in Reading Research," July 11-15:

We have received your application to the workshop and in most cases you have already received a card stating that you have been accepted. It seems appropriate at this time to give you additional information about the workshop.

1. Although present enrollment figures indicate that we will have participants from New York to Georgia we still have room for some more in our workshop. Urge your principals and reading teachers to attend. There will be a number of special sessions for high school reading and English teachers.

2. Enclosed is a list of leaders who will participate. Could you ask for better leadership?

3. If it is convenient please enroll for the workshop before Monday morning, July 11. We will try to start at 8:30. The exact location depends upon the final size of the group. You will be notified when you arrive on campus of the exact room. Come to Mohler Hall first.

4. The schedule for each day will be approximately as follows:

8:15	Opening lecture	12:00	Lunch in the cafeteria
9:30	Coffee break	1:30	Reports on reading research projects
10:00	Second lecture	2:30	Question the leader' session
11:00	Discussion period	3:00	Adjourn for the day

5. Sorry we cannot give graduate credit, but there is no charge for undergraduate credit. Like NDEA institutes the emphasis is on improving teaching practices, not on credit.

6. Room assignments will be made when you arrive. Dormitories will be open Sunday evening. If you desire linen service for $1.00 a week it will be available.

7. On the enclosed sheet you will find a list of the basic reading material for the workshop. You are not expected to purchase all of it, however, I would expect you to want a minimum of $5.00 of material. Several of you may go together to purchase items so that you will have a larger variety. You should check your school libraries first to see if they have any of it. Check the items you wish to purchase and enclose your check. Add 50¢ if you want us to mail it to you. Since the bookstore will be closed several weeks prior to the workshop you may pick up your materials at the Alumni Office if it is convenient for you. The materials should be available by June 30.

Return your order blanks to me and if you have additional questions please feel free to write.

Sincerely,

DGR:sar

Dayton G. Rothrock

APPLICATION BLANK for No. 175: A WORKSHOP IN READING RESEAR

Sponsored by McPherson College and the United States Office of Education, July 11-15,

Name: _____ Address: _____

_____

Enrollment: Since the enrollment will be limited, if necessary, it is essential to know information about your present and future work. The enrollment will be limited to two teachers, one hundred general classroom teachers, and one hundred teachers who are reme reading teachers, specialists or supervisors.

Your teaching position or work last year: _____

Your teaching position or work next year: _____

School Address: _____ Principal: _____

Years of teaching experience: _____ Levels: H.S. _____ Jr. H. _____ Elem. _____

Colleges and Universities attended:	Dates	Degrees	Ma
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

List the courses in reading which you have had:

_____ _____

_____ _____

List and briefly describe any research you have done in reading:

Will you want credit for the workshop? _____ (No charge unless you care to matricula

Housing: Do you wish a dormitory room? ($10 for five nights, Sunday through Thursday Single beds, two per room, you furnish your own linen and towels.) Yes _____ No

Preferred person for a roommate: _____

Meals will be served a la carte. You will be expected to eat lunch at the cafeteria w other workshop members. You may choose where you want to eat breakfast or dinner.

You will be notified as soon as possible of the acceptance or rejection of your applic If you decide not to attend after you have been accepted, please let us know immediate

If your application is accepted you will receive from us a list of suggested reading m with an order blank. Each participant will be expected to spend from $7.50 to $10.00 reading material on the theme, reading research.

College regulations request no smoking on the campus. Return to: D. G. Rothrock, Di

Leadership for

A WORKSHOP IN READING RESEARCH

McPherson College July 11-15

Dr. Alton Raygor, Director of the Reading and Study Skills Center, University of Minnesota; counselor, consultant, author, and lecturer in reading at the secondary and college level; skilled in reading research needs and designs.

Dr. Roy Kress, Director of the Reading Clinic, Temple University; formerly directed the Reading Clinic, Syracuse University; psychologist, lecturer, and author; leader in the field of diagnosis of reading disabilities.

Dr. Paul Witty, Professor of Education and Psychology, Northwestern University; senior author of reading series; consultant for children's papers and magazines; editor of yearbooks on the gifted child and mental hygiene; author of How to Become a Better Reader and many other books; conducted numerous studies on reading interests of children.

Dr. Joseph Brzeinski, Supervisor for the Reading Research Office of the Denver Public Schools.

Lee Stone, Principal, Washington Elementary School, Wichita; research in basal vs. individualized reading approaches.

Miss Jeanette Bigge, Instructor, Kansas State Teachers College, Emporia; conducted research project in bibliotherapy.

Dr. Roger Duncan, Professor of Education, Colorado Western State College, and Special Consultant, The Economy Company; will report on research studies comparing phonetic methods of teaching reading to other methods.

Dr. I. Harvey Littrell, Associate Professor of Education, Kansas State University; has conducted research in phonic difficulties of secondary school pupils and teacher estimates of pupil reading abilities.

Dr. Dayton G. Rothrock, Director of Workshop, Professor of Education and Psychology, McPherson College.

Dr. Wayne Miller, Assistant Director of Workshop, Head of Speech Department, McPherson College.

Materials for Reading Workshop

Please send me the following materials:

_____ RESEARCH FOR THE PRACTITIONER IN EDUCATION, $4.00
The basic text for the workshop. A new easy to understand paperback for the beginner in research.

_____ EDUCATIONAL MEASUREMENT, $1.75
An elementary statistical methods paperback which gives the terminology and some problems in research.

_____ APPLIED RESEARCH IN EDUCATION, $2.25
A book of readings edited by Courtney which points up some of the problems of doing research work.

_____ RESEARCH IN READING CREDENTIALS, 20¢
A U. S. Office of Education pamphlet.

_____ ESSENTIALS OF EDUCATIONAL RESEARCH, $6.50
For the person who is interested in doing graduate research work. A leader in the field, by Carter V. Good.

_____ THE READING TEACHER, $1.00, May, 1966.
Reviews 21 first grade experiments on various methods of teaching reading.

_____ THE READING TEACHER, $1.00, December, 1965.
Research in reading issue.

_____ THE READING TEACHER, $1.00, February, 1965.
Summary of investigations relating to reading, July 1, 1963 to June 30, 1964.

_____ THE READING TEACHER, $1.00, February, 1964.
Summary of investigations relating to reading, July 1, 1962 to June 20, 1963.

_____ THE JOURNAL OF READING $1.00, April 1966
This magazine deals with research in reading at the high school and college levels. This issue reviews doctoral dissertations in reading for 1963.

_____ READING RESEARCH QUARTERLY $2.50, Winter, 1965.
Summary of investigations relating to reading, July 1, 1964 to June 30, 1965. A basic source for the workshop.

_____ JOURNAL OF EDUCATIONAL RESEARCH, $1.00, February 1966.
Summarizes and reviews the investigations relating to reading, July 1, 1964 to June 30, 1965.

50¢ Please mail the material to me.

_____ Total (Check enclosed)

Return blank to

D. C. Rothrock
Patterson College

Kaiser

ASSIGNMENT SHEET

(for those who desire credit)

1. Read widely on the subject for the week.

2. Prepare a paper in duplicate on some area of reading research. The steps in the paper should be:

   a. State clearly your hypothesis for the project.

   b. Discuss briefly the significance of your problem.

   c. Define your terms.

   d. Review the literature on this topic. Summarize briefly what the research studies seem to have found. List at least five studies on this problem, if possible.

   e. Summarize what additional research needs to be done in this area.

   f. Finally, state what kind of research project you might be able to conduct on this topic.

3. Submit one copy of the paper to the Director for evaluation.